

The Effect of Work Environment on Work Engagement Mediated by Job Satisfaction: A Study of Junior High School Teachers in Bekasi

Reski Tiara^{1*}, Wulan²

^{1,2}Trisakti College of Economics, Jl. Kyai Tapa No. 1, Grogol, Jakarta Barat 11440
Reski231@gmail.com

Abstract

This study aims to examine the influence of the work environment on teachers' work involvement with job satisfaction as a mediating variable. The approach used is quantitative with the type of explanatory research. Data analysis was carried out using the Structural Equation Modeling method based on Partial Least Squares (SEM-PLS), which is suitable for complex models and data that are not fully distributed normally. The population in this study is junior high school (SMP) teachers in Bekasi City, with a sample of 260 respondents selected through purposive sampling techniques. The results of the study show that the work environment does not have a direct effect on teacher work involvement. However, the work environment has a positive effect on job satisfaction, and job satisfaction has a significant influence on job engagement. In addition, job satisfaction has been shown to mediate the relationship between work environment and work engagement. These findings confirm the importance of job satisfaction as a psychological factor that bridges the influence of the work environment on teacher engagement. This research provides practical implications for schools to create a conducive work environment to increase teacher satisfaction and engagement. Further research is suggested to add work motivation variables and expand the scope of regions or education levels to obtain more comprehensive results.

Keywords: Work Environment, Job Satisfaction, Work Involvement, Teachers.

Abstrak

Penelitian ini bertujuan untuk menguji pengaruh lingkungan kerja terhadap keterlibatan kerja guru dengan kepuasan kerja sebagai variabel mediasi. Pendekatan yang digunakan adalah kuantitatif dengan jenis penelitian eksplanatif. Analisis data dilakukan dengan metode Structural Equation Modeling berbasis Partial Least Squares (SEM-PLS), yang sesuai untuk model yang kompleks dan data yang tidak sepenuhnya terdistribusi normal. Populasi dalam penelitian ini adalah guru Sekolah Menengah Pertama (SMP) di Kota Bekasi, dengan sampel sebanyak 260 responden yang dipilih melalui teknik purposive sampling. Hasil penelitian menunjukkan bahwa lingkungan kerja tidak berpengaruh langsung terhadap keterlibatan kerja guru. Namun, lingkungan kerja berpengaruh positif terhadap kepuasan kerja, dan kepuasan kerja berpengaruh signifikan terhadap keterlibatan kerja. Selain itu, kepuasan kerja terbukti memediasi hubungan antara lingkungan kerja dan keterlibatan kerja. Temuan ini menegaskan pentingnya kepuasan kerja sebagai faktor psikologis yang menjembatani pengaruh lingkungan kerja terhadap keterlibatan guru. Penelitian ini memberikan implikasi praktis bagi sekolah untuk menciptakan lingkungan kerja yang kondusif guna meningkatkan kepuasan dan keterlibatan guru. Penelitian selanjutnya disarankan untuk menambahkan variabel motivasi kerja dan memperluas cakupan wilayah atau jenjang pendidikan agar diperoleh hasil yang lebih komprehensif.

Kata kunci: Lingkungan Kerja, Kepuasan Kerja, Keterlibatan Kerja, Guru.

Copyright (c) 2025 Reski Tiara, Wulan

✉Corresponding author: Reski Tiara

Email Address: Reski231@gmail.com (Jl. Kyai Tapa No. 1, Grogol, Jakarta Barat 11440)

Received 01 January 2025, Accepted 07 January 2025, Published 13 January 2025

INTRODUCTION

Work engagement in recent decades has become a major topic in the study of organizational behavior and human resource management. Many studies confirm that work engagement is closely related to employee motivation, commitment, and performance in various sectors, including education (Christian et al., 2011). In the context of educators, work involvement not only reflects the teacher's enthusiasm in carrying out their duties, but also has a direct impact on the quality of the learning

process in the classroom. Teachers who have a high level of involvement tend to be more dedicated, energetic, and able to absorb the demands of work optimally (Vermooten et al 2020).

The work environment is one of the main determinants of work engagement. Research shows that physical aspects, such as workspace comfort, lighting, and spatial layout, as well as psychosocial aspects, such as leadership support and interpersonal relationships, have a significant influence on engagement levels (Haryadi & Wahyuni, 2022; Wan et al., 2018). On the other hand, when the work environment is filled with pressure, conflict, or even toxic behavior, teachers will experience stress that leads to low work involvement (Kurniawan et al., 2023; Soqair & Gharib, 2023). This confirms that the quality of the work environment serves as an important foundation for the emergence of teacher work involvement.

In addition to the work environment, job satisfaction is also an important variable in understanding work involvement. A number of studies have shown that teachers who are satisfied with their work are more likely to show enthusiasm, dedication, and involvement in each teaching task (Ahmed & Khan, 2015; Tentama et al., 2019). Job satisfaction arises when individuals feel that their work provides comfort, support, and a commensurate reward. Thus, the integration between the work environment and job satisfaction provides a more comprehensive picture of the factors that drive teacher work engagement.

The work environment has been shown to have a significant effect on engagement and job satisfaction. Research by Rasool et al. (2021) shows that when employees feel supported by the organization, stress levels decrease and work engagement increases. This support also plays a role in reducing the potential for harassment or conflict in the workplace. In the context of education, this can be interpreted that teachers who work in schools with a supportive organizational climate are more likely to focus on teaching tasks than to feel burdened by uncondusive working conditions. Haryadi & Wahyuni (2022) even emphasized that physical comfort such as lighting and ergonomics of the workspace have a direct relationship with improved performance through work engagement.

In addition, the latest literature also highlights that aspects of the social environment, such as the quality of interaction between teachers and relationships with school leaders, play an important role. Wan et al. (2018) found that job characteristics and the quality of the work environment can predict work engagement while also influencing an individual's intention to stay or leave the organization. These findings further strengthen the position of the work environment as the main determining factor in the sustainability of educational organizations.

On the other hand, satisfaction is an important reflection of teachers' work experience. Budiono et al. (2021) emphasized that a positive work environment directly increases employee job satisfaction. Another study by Indripriarko & Aima (2022) also mentioned that physical comfort as well as organizational support encourage higher levels of satisfaction. Leadership also plays a role, as shown by Jopanda (2022) who found that a supportive leadership style creates a more enjoyable work context and has an impact on increasing job satisfaction. Similar findings are also confirmed by

Acheha & Juma (2023) who emphasize the importance of organizational values and work climate in improving employee satisfaction.

Thus, both the work environment and job satisfaction have a vital role in increasing teacher involvement. A healthy work environment will encourage satisfaction, while satisfaction will strengthen engagement, making the two interrelated and inseparable factors. The relationship between work environment, job satisfaction, and work engagement is further strengthened by a number of empirical studies. Wang et al. (2025) show that the quality of the work environment has a direct influence on engagement, but the effect is also amplified through the mediation of job satisfaction. Andriani et al. (2023) added that a conducive work atmosphere not only encourages satisfaction, but also increases employee engagement opportunities. In the education sector, this pattern is very relevant because teachers' satisfaction with their work environment will affect their dedication in carrying out the teaching and learning process.

Other research emphasizes the importance of social support. Jasiński & Derbis (2022) in a study on health workers showed that social support in the work environment increases satisfaction as well as engagement. This also applies in the context of teachers who need cooperation and peer support to face the demands of their profession. Meanwhile, Bellani et al. (2018) and Geisler et al. (2019) show that job satisfaction is a predictor of engagement because satisfied individuals are more likely to display high energy and dedication.

The link between satisfaction and engagement is even cyclical. Brunetto et al. (2012) found that satisfaction increases engagement, while high engagement also contributes to increased satisfaction. Gong et al. (2020) confirm this by showing that engagement can strengthen job satisfaction through increased employee emotional intelligence. Thus, job satisfaction serves as a catalyst as well as the main link that ensures that the influence of the work environment on work engagement takes place optimally.

The city of Bekasi, as one of Jakarta's buffer metropolitan cities, has complex educational dynamics. The high number of students, heavy administrative burden, and limited infrastructure are challenges for teachers. This condition often causes pressure and fatigue, which if not supported by a supportive work environment, can reduce the level of teacher satisfaction and involvement.

In addition to internal challenges, teachers in Bekasi City are also faced with external demands in the form of public and parents' expectations of the quality of education. The rapid development of educational technology has also added to the burden of adaptation for teachers. In situations like this, the quality of the school work environment and teacher satisfaction are important keys in maintaining their involvement. Previous research findings that emphasize the importance of a positive work environment to satisfaction and engagement (Budiono et al., 2021; Nurhasan & Nugroho, 2023) further strengthens the urgency to examine this phenomenon in the context of Bekasi.

Based on the background and literature review, this study has four main objectives: first, to analyze the influence of the work environment on teacher work involvement; second, analyzing the

influence of the work environment on teacher job satisfaction; third, testing the influence of job satisfaction on teacher work involvement; and fourth, examining the mediating role of job satisfaction in the relationship between the work environment and work engagement.

The contribution of this research is expected to provide two benefits. Theoretically, this study enriches the literature on the relationship between the work environment, job satisfaction, and work involvement, especially in the context of education in Indonesia, which is still relatively limited compared to other sectors (Geisler et al., 2019; Gong et al., 2020). Practically, the results of the research can be used as a reference by school managers and local governments in creating a conducive work environment, strengthening satisfaction, and encouraging teacher involvement. Thus, the quality of education in Bekasi City can be improved through strengthening the psychological factors inherent in the

Work Environment on Work Engagement

The work environment is seen as a key factor that affects work engagement because it includes both physical and psychosocial dimensions. Studies have shown that positive working conditions can improve comfort, security, and social support, ultimately driving employee engagement and performance. On the other hand, a toxic work environment has implications for increased stress and decreased engagement, thus negatively impacting performance (Kurniawan et al., 2023). Other findings confirm that physical aspects such as spatial layout, lighting, and noise levels are directly related to work engagement, as good spatial design creates a sense of comfort and supports focus at work (Haryadi & Wahyuni, 2022; M.M.S & R.G, 2022).

In addition to the physical aspect, psychosocial factors also have an important contribution. Organizational support can mitigate the impact of a poor work environment by reducing stress and reducing the risk of workplace harassment, resulting in innovative engagement and work behaviors (Rasool et al., 2021). Other research has found that job characteristics and work climate can predict engagement as well as influence exit intentions (Wan et al., 2018). This is in line with the view of Christian et al. (2011) that work involvement is closely related to motivation born from the characteristics of work and a well-managed environment. Other empirical support also suggests that a supportive and resource-rich work environment plays a major role in increasing engagement (Nasidi et al., 2019). Thus, it can be concluded that the more positive the work environment that teachers feel, the higher their involvement in work.

H1: The work environment has a positive effect on work engagement.

Work Environment on Job Satisfaction

The work environment has been proven to have a significant influence on employee job satisfaction. Aspects such as physical condition, organizational culture, social support, and leadership style contribute directly to the level of satisfaction an individual feels in his or her work. Budiono et al. (2021) found that a positive work environment significantly increases job satisfaction, in line with the findings of Indripriarko & Aima (2022) which affirm the importance of physical comfort and

organizational support in creating satisfaction. Research by Acheha & Juma (2023) even highlights the role of organizational values and work context in strengthening employee satisfaction in the public sector. Physical factors such as spatial layout, lighting, and noise levels are also recognized as important determinants of job satisfaction (Maulidiyah & Ilahi, 2020; Nurhasan & Nugroho, 2023)

In addition to physical environmental factors, leadership is also an important determinant in shaping job satisfaction. Moslehpour et al. (2018) confirms that a supportive leadership style is able to create a pleasant work climate and encourage employee satisfaction. However, there are also different views that suggest that work stress can weaken the positive relationship between the work environment and satisfaction (Saroja et al., 2024). However, Hayes et al. (2015) show that a positive work environment is still able to maintain satisfaction even though work stress is present, confirming the resilience of satisfaction as a psychological construct. Based on this empirical evidence, the more positive the work environment experienced, the higher the employee job satisfaction.

H2: The work environment has a positive effect on job satisfaction.

Job Satisfaction on Work Engagement

Job satisfaction has been identified as a major predictor of work engagement. Various studies consistently show that individuals who are satisfied with their work tend to be more motivated, show enthusiasm, and be fully involved in achieving organizational goals. Ahmed & Khan (2015) affirm that job satisfaction is significantly related to engagement, while Bellani et al. (2018) add that satisfied employees are more enthusiastic and active in carrying out tasks. This is also reinforced by Ogbuanya and Chukwuedo (2017) who emphasize that job crafting based on job satisfaction can increase engagement as well as commitment.

Furthermore, Tentama et al. (2019) emphasized that job satisfaction is an important element that drives engagement because satisfied teachers tend to focus more on achieving organizational goals. Geisler et al. (2019) also found that conditions that increase job satisfaction simultaneously strengthen engagement, thus creating higher organizational commitment. This relationship is cyclical, where high engagement contributes to strengthening satisfaction (Brunetto et al., 2012). In a broader context, studies in the health sector also confirm that job satisfaction correlates with engagement through the role of psychological factors such as burnout and self-efficacy (Bernales-Turpo et al., 2022). Thus, the higher the teacher's job satisfaction, the higher the work involvement shown.

H3: Job satisfaction has a positive effect on work engagement.

The Effect of Work Environment on Work Engagement Mediated by Job Satisfaction

The relationship between work environment, job satisfaction, and work engagement shows interrelated and complex patterns. A positive work environment has been shown to increase job satisfaction, and that satisfaction then drives higher engagement. Research by Andriani et al. (2023) confirms that a conducive work environment increases satisfaction as well as engagement, in line with the findings of Budiono et al. (2021) that physical aspects such as ergonomics and comfort play an important role in shaping job satisfaction that is the basis for engagement. In addition, Ahakwa et al.

(2021) found that the quality of the work environment had a direct effect on engagement, but the effect was amplified through job satisfaction as a mediating variable.

Some studies have also emphasized the role of satisfaction as a psychological link between the work environment and engagement. Employees who feel satisfied with their work tend to show higher energy, dedication, and focus (Yalabik et al., 2017). Social support in the work environment has been shown to increase satisfaction as well as engagement, as Jasiński and Derbis (2022) show. Research by Geisler et al. (2019) also confirms that a supportive work environment increases satisfaction as well as commitment, which ultimately strengthens engagement. Thus, job satisfaction can be positioned as a mediating variable that explains how the work environment ultimately impacts teacher work engagement.

H4: The work environment has a positive effect on work engagement through job satisfaction as a mediating variable.

METHOD

This study uses a quantitative approach with the type of explanatory research to test the influence of the work environment on teacher work involvement, with job satisfaction as a mediating variable. Data analysis was carried out using the Structural Equation Modeling method based on Partial Least Squares (SEM–PLS), because it is able to analyze the relationship between latent variables simultaneously and is suitable for use in research with complex models and data distribution that is not completely normal. The population in this study is junior high school (SMP) teachers in Bekasi City, which consists of public and private schools. The sampling technique was carried out by purposive sampling with the criteria of an active teacher and a minimum working period of one year. The number of samples in this study was 260 respondents, who were considered to have met the minimum requirements for SEM–PLS analysis, which is 5–10 times the number of indicators in the research model. Data collection was carried out through the distribution of closed questionnaires to respondents. The research instrument was prepared based on indicators of three main variables, namely work environment, job satisfaction, and work involvement, which were adapted from previous research and have undergone a construct validity test. Each statement item is measured using a 5-point Likert scale, with a value range from 1 (strongly disagree) to 5 (strongly agree). Before being used in the final analysis, the instrument is tested for its validity and reliability to ensure the quality and consistency of the data.

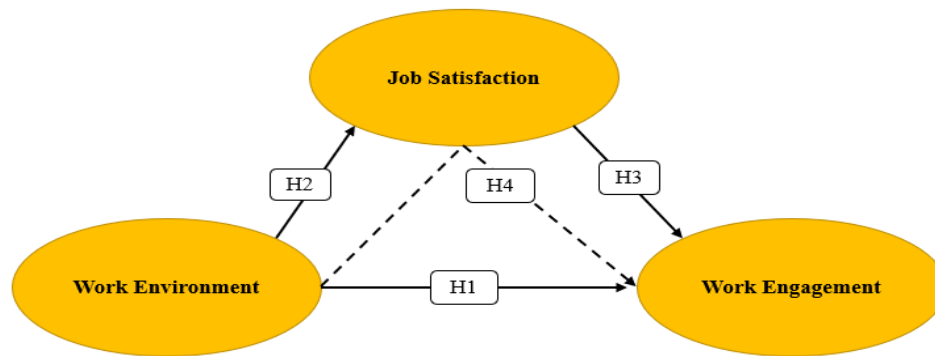


Figure 1. The research framework

RESULTS AND DISCUSSION

The characteristics of the respondents in this study consisted of 260 Junior High School (SMP) teachers in Bekasi City, both from public and private schools. Based on gender, the majority of respondents were women, in line with the general proportion of educators at the junior high school level. Judging by age, most respondents were in the age range of 31–40 years, which reflects a productive age group with relatively stable work experience. From the long teaching side, most teachers have more than 5 years of work experience, which shows the level of professional maturity in carrying out educational tasks. The last level of education of the respondents was dominated by S1 (Strata 1) graduates, with a small percentage continuing to the S2 level (Strata 2). This characteristic shows that the respondents have an adequate educational background and work experience to provide an assessment of the variables studied, namely work environment, job satisfaction, and work involvement.

Table 1. Recapitulation of Testing Validity and Reliability

| Variables | Items | Loading | Cronbach's Alpha | Composite Reliability | Average Variance Extracted (AVE) |
|------------------|-------|---------|------------------|-----------------------|----------------------------------|
| Work Environment | WE1 | 0,876 | 0,911 | 0,929 | 0,724 |
| | WE2 | 0,894 | | | |
| | WE3 | 0,881 | | | |
| | WE4 | 0,833 | | | |
| | WE5 | 0,821 | | | |
| Job Satisfaction | JS1 | 0,89 | 0,923 | 0,941 | 0,76 |
| | JS2 | 0,911 | | | |
| | JS3 | 0,882 | | | |
| | JS4 | 0,861 | | | |
| | JS5 | 0,832 | | | |
| Work Commitment | WEG1 | 0,902 | 0,936 | 0,952 | 0,799 |
| | WEG2 | 0,925 | | | |
| | WEG3 | 0,918 | | | |
| | WEG4 | 0,85 | | | |
| | WEG5 | 0,874 | | | |

Based on the results of the recapitulation of the validity and reliability test in Table 1, all indicators in each variable show a loading factor value above 0.70 which means that they meet the

convergent validity criteria. Cronbach's Alpha and Composite Reliability values for the three variables, namely Work Environment (0.911 and 0.929), Job Satisfaction (0.923 and 0.941), and Work Engagement (0.936 and 0.952), were all above the threshold value of 0.70 which indicates that the instrument has excellent internal consistency and reliability. In addition, the Average Variance Extracted (AVE) value for the three constructs also exceeded the minimum limit of 0.50, which was 0.724 for Work Environment, 0.760 for Job Satisfaction, and 0.799 for Work Engagement, respectively. Thus, all indicators and constructs in this study are declared valid and reliable, and are suitable for testing structural models at a later stage.

Table 2. R Square and Q2 value

| | R Square | Q2 |
|------------------|-----------------|-----------|
| Job Satisfaction | 0,561 | 0,865 |
| Work Engagement | 0,693 | |

Based on Table 2, the value of R Square (R^2) for the Job Satisfaction variable of 0.561 indicates that 56.1% of job satisfaction variability can be explained by the work environment variable. Meanwhile, the R Square value for the Work Engagement variable of 0.693 shows that 69.3% of the work involvement variability can be explained by a combination of work environment and job satisfaction variables. This shows that the model has strong clear power. In addition, the Q^2 value for the Job Satisfaction variable of 0.865 indicates that the model has excellent predictive relevance, as the value is well above the minimum threshold of 0.35. Thus, this research model is stated to have predictive ability and sufficient clarity to explain the relationship between the variables studied.

Table 3. Hypotheses Testing Results

| Path | Coefficient | P Values |
|---|--------------------|-----------------|
| Work Environment -> Work Engagement | -0,024 | 0,600 |
| Work Environment -> Job Satisfaction | 0,298 | 0,001 |
| Job Satisfaction -> Work Engagement | 0,482 | 0,000 |
| Work Environment -> Job Satisfaction -> Work Engagement | 0,361 | 0,000 |

The results of the hypothesis test showed that the direct influence of the work environment on work engagement was not significant, with a path coefficient of -0.024 and a p-value of 0.600. This means that teachers' perceptions of the work environment do not directly affect their level of involvement in work. These results indicate that while the work environment is important, other factors such as job satisfaction may be more decisive in shaping teacher work engagement. On the other hand, the work environment was proven to have a significant effect on job satisfaction, with a path coefficient of 0.298 and a p-value of 0.001. This shows that the more positive the work environment that teachers feel, the higher their satisfaction with their work. A comfortable, safe, and supportive work environment contributes to teachers' feelings of satisfaction, which is reflected in a positive attitude, loyalty, and higher work motivation.

In addition, job satisfaction has a significant influence on work engagement, with a path coefficient of 0.482 and a p-value of 0.000. These findings underscore the importance of the role of

job satisfaction as a key determinant of teacher engagement. Teachers who are satisfied with their work tend to be more enthusiastic, dedicated, and emotionally engaged in carrying out their educational tasks. Furthermore, the results of the mediation test showed that job satisfaction significantly mediated the relationship between the work environment and work engagement, with a path coefficient of 0.361 and a p-value of 0.000. This means that although the direct influence of the work environment on work engagement is insignificant, it becomes significant indirectly through job satisfaction. In other words, a supportive work environment will increase teacher job satisfaction, and that satisfaction will ultimately drive higher work engagement.

Discussion

The results of this study show that the work environment does not have a significant direct influence on teacher work engagement. This means that teachers' perceptions of the work environment do not automatically increase their level of involvement in the work. These findings are different from the research of Kurniawan et al. (2023) which affirms that healthy and supportive working conditions increase employee motivation and engagement, and is in line with the research of Rasool et al. (2021) which emphasizes the importance of organizational support to suppress the negative impact of a poor work environment. Thus, although the effect is not directly visible, these findings indicate that the role of the work environment on engagement may be more indirect through other psychological factors.

This study found that the work environment has a positive effect on teacher job satisfaction. Teachers who feel good working environment conditions tend to have a higher level of satisfaction with their work. These findings are in line with the research of Budiono et al. (2021) and Indripriarko & Aima (2022) which showed that physical comfort, adequate facilities, and organizational support are able to increase job satisfaction. Acheha & Juma (2023) also affirm that organizational values and a positive work climate contribute to increased employee satisfaction, including in the public sector. These results confirm that the quality of the work environment is an important factor in shaping teacher job satisfaction.

The results of this study also show that job satisfaction has a positive influence on teacher work involvement. Teachers who feel satisfied with their work are more passionate, engaged, and have a higher level of commitment. These findings are consistent with Ahmed & Khan (2015) and Bellani et al. (2018) who found that individuals who are satisfied with their jobs tend to be more motivated and show better work engagement. Tentama et al. (2019) also emphasized that job satisfaction makes teachers more focused on achieving organizational goals. Thus, these results reinforce the view that job satisfaction is one of the important psychological factors in increasing teacher involvement.

This study found that job satisfaction mediates the influence of the work environment on work engagement. This means that a positive work environment increases teachers' job satisfaction, and that satisfaction ultimately strengthens their engagement. These findings are in line with Andriani et al. (2023) and Wang et al. (2025) who affirm that the influence of the work environment on engagement

will be stronger through the role of job satisfaction as a mediating variable. Jasiński & Derbis (2022) also show that social support and good working conditions increase employee satisfaction and engagement. Thus, the results of this study provide empirical evidence that job satisfaction is a psychological mechanism that explains how the work environment impacts teacher engagement.

Overall, the results of this study confirm the importance of the quality of the work environment and teacher job satisfaction as factors that affect work engagement. Although the work environment has no direct effect on engagement, the indirect influence through job satisfaction has been shown to be significant. These findings support the view of Karanika-Murray et al. (2023) that work engagement is influenced by a combination of interrelated contextual and psychological factors. In the context of junior high school teachers in North Konawe, these results provide empirical evidence that improving the quality of the work environment accompanied by efforts to increase teacher satisfaction is an important strategy to encourage higher work involvement.

CONCLUSION

Based on the results of research conducted on school teachers in Bekasi City, it can be concluded that the work environment does not have a direct effect on teacher work involvement. However, the work environment has a positive effect on job satisfaction, and job satisfaction has been shown to have a significant effect on work engagement. In addition, job satisfaction also mediates the relationship between the work environment and work engagement, which suggests that teachers will be more involved in their work if they are satisfied with the work environment they experience. These findings confirm the importance of the role of job satisfaction as a psychological factor that bridges the influence of the work environment on work engagement. Implicitly, this study provides input for schools and policy makers to pay more attention to the creation of a supportive and conducive work environment, in order to increase teacher job satisfaction. This is important because job satisfaction has proven to be a key factor in encouraging teacher involvement in the educational process. In addition, for future researchers, it is recommended to develop this study by adding work motivation variables, which have the potential to strengthen the relationship between work environment, job satisfaction, and work engagement. The research can also be extended to different regions or levels of education in order to obtain a more comprehensive picture of the dynamics of teacher work involvement in the context of education in Indonesia.

REFERENCES

- Acheha, P. and Juma, D. (2023). Organizational values on employee job satisfaction at the county government of busia; kenya. *strategicjournals.com*, 10(2). <https://doi.org/10.61426/sjbc.v10i2.2590>
- Ahakwa, I., Yang, J., Tackie, E. A., & Atingabili, S. (2021). The influence of employee engagement, work environment and job satisfaction on organizational commitment and performance of

- employees: a sampling weights in PLS path modelling. *SEISENSE Journal of Management*, 4(3), 34-62.
- Ahmed, I. and Khan, M. (2015). Predicting work motivation through job satisfaction and turnover intentions: the explanatory role of heavy work investment. *Lahore Journal of Business*, 4(1), 75-89. <https://doi.org/10.35536/ljb.2015.v4.i1.a5>
- Andriani, R., Disman, D., Ahman, E., & Santoso, B. (2023). Empirical effects of work environment, job satisfaction and work engagement on turnover intention in hospitality industry. *Jurnal Aplikasi Bisnis Dan Manajemen*, 9(1), 129. <https://doi.org/10.17358/jabm.9.1.129>
- Bellani, E., Ramadhani, S., & Tamar, M. (2018). Job satisfaction as predictor of employee engagement.. <https://doi.org/10.2991/icaaip-17.2018.4>
- Bernales-Turpo, D., Quispe-Velasquez, R., Flores-Ticona, D., Saintila, J., Mamani, P., Huanchuire-Brunetto, Y., Teo, S., Shacklock, K., & Farr-Wharton, R. (2012). Emotional intelligence, job satisfaction, well-being and engagement: explaining organisational commitment and turnover intentions in policing. *Human Resource Management Journal*, 22(4), 428-441. <https://doi.org/10.1111/j.1748-8583.2012.00198.x>
- Budiono, A. (2024). Job performance influenced by leadership and training: Job satisfaction and organizational commitment as mediator variables. *Folia Oeconomica Stetinensia*, 24(2), 20-40.
- Budiono, H., Widjaya, O., Jonnardi, J., & Jasmine, I. (2021). The effect of work environment on work satisfaction among pwc indonesia employees with motivation as mediating variable.. <https://doi.org/10.2991/assehr.k.210805.027>
- Christian, M., Garza, A., & Slaughter, J. (2011). Work engagement: a quantitative review and test of its relations with task and contextual performance. *Personnel Psychology*, 64(1), 89-136. <https://doi.org/10.1111/j.1744-6570.2010.01203.x>
- Geisler, M., Berthelsen, H., & Muhonen, T. (2019). Retaining social workers: the role of quality of work and psychosocial safety climate for work engagement, job satisfaction, and organizational commitment. *Human Services Organizations Management Leadership & Governance*, 43(1), 1-15. <https://doi.org/10.1080/23303131.2019.1569574>
- Haryadi, A. and Wahyuni, P. (2022). Analysis of employee engagement as a variable to mediate the influence of competence and work environment on employee performance in the Yogyakarta special region transportation office. *Journal of Community Development in Asia*, 5(2). <https://doi.org/10.32535/jcda.v5i2.1495>
- Haryadi, A. and Wahyuni, P. (2022). Analysis of employee engagement as a variable to mediate the influence of competence and work environment on employee performance in the yogyakarta special region transportation office. *Journal of the Community Development in Asia*, 5(2). <https://doi.org/10.32535/jcda.v5i2.1495>
- Hayes, B., Douglas, C., & Bonner, A. (2015). Work environment, job satisfaction, stress and burnout among haemodialysis nurses. *Journal of nursing management*, 23(5), 588-598.

- Indripriarko, G. and Aima, M. (2022). Effect of work environment and compensation on employee performance with job satisfaction as a mediation variable. *Journal Research of Social Science Economics and Management*, 2(2). <https://doi.org/10.59141/jrssem.v2i02.249>
- Jasiński, A. M., & Derbis, R. (2022). Work stressors and intention to leave the current workplace and profession: The mediating role of negative affect at work. *International journal of environmental research and public health*, 19(21), 13992.
- Jopanda, H. (2022). Pengaruh kepemimpinan dan lingkungan kerja terhadap kepuasan kerja dengan stres kerja sebagai variabel intervening pada pt wasteforchange alam indonesia. *Jurnal Manajemen*, 6(2), 53-60. <https://doi.org/10.54964/manajemen.v6i2.203>
- Kurniawan, S., Bamumin, F., & Kusnandar, K. (2023). The effect of toxic workplace environment on employee performance mediated by employee engagement and work stress among f&b employees in jakarta. *Business Economic Communication and Social Sciences (Becoss) Journal*, 5(2), 127-136. <https://doi.org/10.21512/becossjournal.v5i2.9729>
- Maulidiyah, N. and Ilahi, R. (2020). The impact of physical work environment on employee performance by job satisfaction as mediator. *International Journal of Research in Human Resource Management*, 2(1), 01-03. <https://doi.org/10.33545/26633213.2020.v2.i1a.29>
- Moslehpour, M., Altantsetseg, P., Mou, W., & Wong, W.-K. (2018). Organizational climate and work style: The missing links for sustainability of leadership and satisfied employees. *Sustainability*, 11(1), 125.
- Nurhasan, A. and Nugroho, M. (2023). Pengaruh kompensasi, lingkungan kerja, dan stres kerja terhadap produktivitas kerja melalui variabel intervening kepuasan kerja pegawai. *Jurnal Riset Manajemen Akuntansi Indonesia*, 1(3). <https://doi.org/10.32477/jrima.v1i3.736>
- Ogbuanya, T. C., & Chukwuedo, S. O. (2017). Job crafting-satisfaction relationship in electrical/electronic technology education programme: Do work engagement and commitment matter? *Revista de Psicología del Trabajo y de las Organizaciones*, 33(3), 165-173.
- Rasool, S., Wang, M., Tang, M., Saeed, A., & Iqbal, J. (2021). How toxic workplace environment effects the employee engagement: the mediating role of organizational support and employee wellbeing. *International Journal of Environmental Research and Public Health*, 18(5), 2294. <https://doi.org/10.3390/ijerph18052294>
- Saroja, S., Rochaida, E., & Abidin, Z. (2024). The Influence of Work Environment and Job Stress on Job Satisfaction and Its Impact on Turnover Intention Pt Mitra Terminal Kaltim. *Ijbmi*, 13(9), 103-119.
- Soqair, N. and Gharib, F. (2023). Toxic workplace environment and employee engagement. *Journal of Service Science and Management*, 16(06), 661-669. <https://doi.org/10.4236/jssm.2023.166035>
- Tentama, F., Subardjo, S., Mulasari, S., & Ningrum, N. (2019). Relationship between work satisfaction with employee engagement.. <https://doi.org/10.2991/iconprocs-19.2019.42>

- Tentama, F., Subardjo, S., Mulasari, S., & Ningrum, N. (2019). Relationship between work satisfaction with employee engagement.. <https://doi.org/10.2991/iconprocs-19.2019.42>
- Vega, S., ... & Morales-García, W. (2022). Burnout, professional self-efficacy, and life satisfaction as predictors of job performance in health care workers: the mediating role of work engagement. *Journal of Primary Care & Community Health*, 13. <https://doi.org/10.1177/21501319221101845>
- Vermooten, N., Boonzaier, B., & Malan, J. (2020). Variance in employee engagement: A qualitative analysis amongst public school teachers in the Cape Winelands education district. *SA Journal of Industrial Psychology*, 46(1), 1-14.
- Wan, Q., Li, Z., Zhou, W., & Shang, S. (2018). Effects of work environment and job characteristics on the turnover intention of experienced nurses: the mediating role of work engagement. *Journal of Advanced Nursing*, 74(6), 1332-1341. <https://doi.org/10.1111/jan.13528>
- Yalabik, Z. Y., Rayton, B. A., & Rapti, A. (2017). Facets of job satisfaction and work engagement. *Evidence-based HRM: a global forum for empirical scholarship*